



2025-2026 TUPS Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Township of Union	Dr. Gerald Benaquista	9/2/25 - 6/15/26

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	By the end of the 2025–2026 school year, the district will implement targeted strategies to improve student attendance and reduce chronic absenteeism across all grade levels. This work will prioritize early intervention, data-driven practices, and family engagement to strengthen student connection to school and improve academic outcomes.	<ul style="list-style-type: none"> • District and school administrators • Curriculum Supervisors • Teachers (all grade levels) • Attendance coordinators/school nurses • School Counselors and social workers • Parents/Guardians 	<p>Consistent school attendance is a critical factor in student achievement and well-being. Chronic absenteeism remains a challenge across the district, as reflected in local attendance data. Students with high absenteeism face increased risks of academic struggles, disengagement, and long-term learning gaps.</p> <p>Data from district attendance records highlight high rates of absenteeism, providing a source of evidence for the need to improve student attendance at all grade levels.</p> <p>Addressing this issue aligns with the ESSA requirement to monitor chronic absenteeism as an indicator of school performance. Strategic partnerships with families, enhanced tracking systems, and proactive support structures will be central to this effort.</p>
2	By June 2026, the district will improve student achievement in Mathematics, Science, and English Language Arts (ELA) by strengthening curriculum alignment, enhancing instructional practices, and using assessment data to inform instruction. Progress will be measured by growth on state assessments and district benchmarks.	<ul style="list-style-type: none"> • Teachers (all grade levels) • Instructional coaches • Curriculum supervisors • Administrators (school and district level) • Special education and intervention teams • School Counselors 	<p>Addressing these gaps requires sustained focus on instructional coherence, curriculum alignment, and evidence-based practices. The integration of new curriculum tools (e.g., Atlas), targeted professional learning, and ongoing coaching will ensure instructional support is responsive and consistent.</p> <p>Evidence: Data on NJSLA and NJGPA student performance and research on high-impact strategies.</p>



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>PD on attendance strategies, early warning system, administrator Town Hall meetings (Kick-off)</p> <p>Initial Activities (2025–2026):</p> <ol style="list-style-type: none"> Districtwide Launch (9/3 PD Day & September Kick-Off): The school year will begin with a district-wide focus on attendance through administrator-led Town Hall meetings and professional learning sessions on high-leverage attendance strategies. These sessions will highlight the importance of consistent attendance, review current data, and outline available supports for students and families. 	<ul style="list-style-type: none"> Regular data reviews incentive programs quarterly reflection meetings, monthly Town Hall meetings <p>Follow-Up Activities:</p> <ol style="list-style-type: none"> Early Warning System Implementation: School-based teams will regularly monitor student attendance data, using an early warning system to identify students at risk. Monthly reviews will inform action steps discussed during staff meetings and student support team sessions. Ongoing Town Hall Meetings: Each school will host Town Hall-style meetings to strengthen family partnerships and communicate the importance of regular attendance, reinforcing key messages from the kick-off. Incentive Programs: Schools will implement (or refine) student attendance recognition programs. These will be informed by past feedback and designed to encourage consistent attendance through positive reinforcement. Quarterly Reflection & PD: Administrators and staff will participate in quarterly data reviews to assess progress and share successful interventions. Professional learning will be ongoing, with sessions dedicated to engagement strategies and case studies from across the district.



2	<p>Atlas curriculum implementation, instructional coach support, start of common assessments, Town Hall meetings (Kick-off)</p> <p>Initial Activities (2025–2026):</p> <ol style="list-style-type: none"> Strategic Plan Integration: The district’s new Strategic Plan identifies raising student achievement in Math, Science, and ELA as a central goal. This ensures clear alignment between district initiatives and school-based work. Curriculum Implementation and Expansion: <ol style="list-style-type: none"> A new high school math program and elementary math program are being implemented in the 2025–2026 school year. The district is also piloting a new middle school science program. Implementing Amira, a research-based reading assessment tool, to support early literacy screening and inform instruction in foundational reading skills. Curriculum teams have expanded the development of common assessments to include high school and elementary levels, supporting vertical alignment and consistent measurement of student learning. Instructional Coaching Expansion: <ol style="list-style-type: none"> New ELA and Math coaches have been added at the high school level. Coaches at all levels will support curriculum rollout, model best practices, and lead data-informed planning sessions. 	<ul style="list-style-type: none"> • Ongoing coaching • data reviews, • quarterly PLCs, • mid-year curriculum reflection, • Town Hall meetings <p>Follow-up Activities:</p> <ol style="list-style-type: none"> Instructional Coaching Cycles: Coaches will provide job-embedded support through observation, co-planning, and feedback. They will facilitate PLCs, guide reflection on instructional practices, and support teachers in using curriculum tools effectively. Common Assessment Cycles: Common assessments will continue to be developed, implemented, and refined. After each assessment, teachers and coaches will engage in data analysis meetings to identify trends, adjust instruction, and plan interventions. Mid-Year Reflection and Adjustments: Feedback from teachers, coupled with assessment data, will guide mid-year curriculum refinements. Additional PD will be offered based on identified needs, with a continued focus on improving equity and outcomes across student subgroups. Ongoing Town Hall Sessions: Town Hall meetings will continue at each school to engage families in understanding curriculum changes, academic expectations, and strategies to support students at home.
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4. Summer Curriculum Writing and Atlas Implementation:

- a. Over the summer, the curriculum team worked with teachers to develop new curricula in Math, Science, and ELA using the Atlas platform. Teachers received initial training on using the Atlas platform and aligning instruction with district goals.

3: PD Required by Statute or Regulation

State-mandated PD Activities

1. Bloodborne Pathogens
2. Child Abuse (NJ)
3. Sexual Harassment
4. Affirmative Action (NJ)
5. Paul's Law T.R.U.S.T
6. School Safety
7. Asthma
8. Digital Security and Protection
9. Suicide Prevention - 2 hours (Note: The certification is valid for 5 years from the date of completion).
10. Recognition of substance abuse - Alcohol, Tobacco and Drug Awareness
11. Reading Disabilities - Dyslexia: For the following staff members:
 - General Education Teachers employed in K-3
 - Special Education and Basic Skills Teachers
 - English as a Second Language Teachers
 - Reading Specialists
 - Learning Disabilities Teacher Consultants
 - Speech-Language Specialists
12. Harassment, Intimidation, and Bullying
13. Law Enforcement Operations
14. Gang Awareness Training for School Administrators
15. Code of Student Conduct
16. Educator Evaluations
17. Mentoring Training
18. I&RS Training



4: Resources and Justification

Resources

The resources needed for the district PDP include:

Goal 1: Improve Student Attendance

1. Attendance Early Warning System (Genesis)
2. Family Engagement Resources (parent outreach materials)
3. Incentive Program Materials (attendance rewards, certificates, public recognition)

Goal 2: Improve Student Achievement in Mathematics, Science, and ELA

1. Atlas Curriculum Mapping Platform
2. Instructional Coaches (ELA coaches for K-4, ELA/Math coaches for 6-8)
3. Common Assessment Development Tool (Linkit!)
4. Professional Development on Data-Driven Instruction
5. Online Learning Resources (e.g., IXL/iReady)
6. PLCs and Collaboration Platforms

Justification

The resources identified for the 2025–2026 school year directly support the district’s strategic priorities of improving student attendance and increasing academic achievement in Mathematics, Science, and English Language Arts (ELA). These goals are now embedded within the district’s newly adopted Strategic Plan, ensuring sustained focus and system-wide alignment.

Reducing chronic absenteeism continues to be a key priority. Research supports the use of early warning systems, proactive outreach, and family engagement as effective strategies for improving attendance and, by extension, academic success. Administrator-led Town Hall meetings and regular data monitoring will provide timely intervention and strengthen school-family partnerships.

In support of academic achievement, the district is implementing new Math programs at the elementary and high school levels and piloting a new Science curriculum in middle school. These initiatives are reinforced through expanded instructional coaching, including the addition of high school ELA and Math



coaches and the potential rollout of elementary Math coaches. This model ensures that teachers receive consistent, job-embedded professional learning tailored to curriculum implementation and student needs.

The continued development and expansion of common assessments across all grade levels—including high school and elementary—supports a districtwide commitment to data-informed instruction. These assessments provide timely feedback, helping educators adjust instruction and target interventions more effectively.

Finally, digital learning platforms and curriculum tools such as Atlas enhance instructional coherence and provide flexible pathways for differentiated support. Together, these integrated resources promote equitable outcomes, instructional consistency, and a culture of continuous improvement across all schools.

Signature:


Superintendent Signature

7/28/25
Date